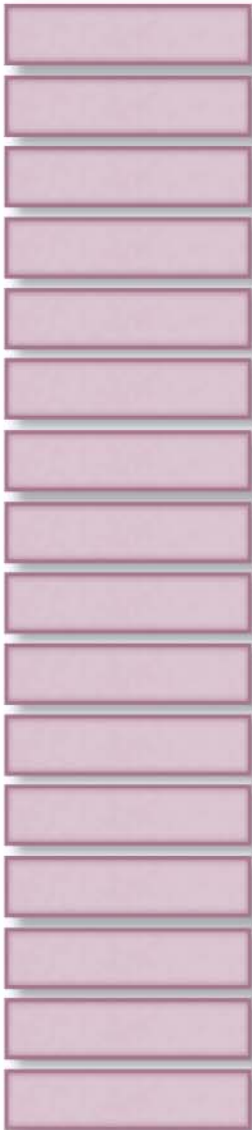


ISTEP+

Grade 5 Item Sampler





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Dear Colleague:

In this sampler, you will find information designed to guide, direct, and clarify your efforts in preparing for and administering Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*). We want your students to be prepared to pass *ISTEP+* every time they take the test, and we feel this sampler is an excellent instructional resource.

As a classroom teacher, your knowledge of the Indiana Academic Standards assessed on *ISTEP+* is very important. Your ability to use that knowledge in your instructional strategies with your students and your familiarity with all aspects of test administration are critically important to students' success on the test and with the rest of their coursework. You influence students' choices and futures, as well as their academic achievement.

We expect that the information provided in this sampler will help you in your ongoing efforts to educate and motivate your students. Please see the Department of Education's Web site at **www.doe.state.in.us** for additional information about Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*).

Thank you for all you do to prepare students to meet the challenges they will face in this ever-changing and challenging world.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed".

Dr. Suellen Reed
Superintendent of Public Instruction

Introduction

The *Grade 5 Item Sampler* provides information about the *ISTEP+* tests for students, parents, educators, and others affected by the tests. The information in this sampler has been compiled by the Division of School Assessment of the Indiana Department of Education and CTB/McGraw-Hill, the test development contractor for Indiana.

The test items (questions) in this sampler are intended to provide teachers with specific examples of how the different standards will be measured on the test. These examples can serve as models when teachers are constructing test items for classroom assessment. The sampler is not a practice test. This book includes sample test items and scoring rubrics for both English/Language Arts and Mathematics that reflect the Indiana Academic Standards adopted in November 2000. All items included in this book are samples of the types of items assessed on *ISTEP+* and **not** actual items. The scoring rubrics presented for Language Conventions and Writing Applications are the actual rubrics used to score the writing prompts and/or extended-response items for English/Language Arts. All samples are representative of the types of items that students taking the *ISTEP+* assessment at Grade 5 will be required to answer.

A condensed version of the Indiana Academic Standards is included in this sampler. These are the skills that all Indiana students are required to know and be able to perform. Complete copies of the Indiana Academic Standards can be obtained from the Department of Education's Web site at www.doe.state.in.us or directly from the Department of Education.

Frequently Asked Questions

Q. What are the *ISTEP+* assessments for Grades 3 through 9 designed to do?

- A.** These assessments measure students' mastery of the Indiana Academic Standards in English/Language Arts and Mathematics taught in the grade levels **prior** to Grades 3 through 9. They are part of a statewide testing program designed to connect student learning, classroom instruction, school improvement, and educational goals. *ISTEP+* results provide information about the strengths and weaknesses of individual students, as well as aggregate data about school, district/corporation, and state performance. The test is designed to permit inferences about student achievement in the critical knowledge and skill areas defined by Indiana's Academic Standards and to evaluate curriculum choices and instructional strategies made by schools and school corporations. It is **not** intended that grade-level curricula be restricted to the content of this test. The required criterion-referenced test consists of two parts: the Basic Skills Assessment (multiple-choice items) and the Applied Skills Assessment (open-ended items).

Q. What are the Indiana Academic Standards?

- A.** In collaboration with state K–12 educators, the Indiana State Board of Education has adopted world-class standards for each grade level in English/Language Arts and Mathematics. These learning outcomes require that Indiana schools have rigorous curricula aligned with state standards, and that students learn the skills and knowledge deemed necessary for successful performances in school, at work, and in the community. *ISTEP+* testing for Grades 3 through 9 is based on the academic standards from **previous** school years. For example, testing in Grade 3 measures mastery of Indiana Academic Standards for Grades K–2, Grade 4 measures K–3 standards, and Grade 5 measures K–4 standards, etc. While these standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their considerable skills, experience, talents, and creative resources to design standards-based classroom instructional activities tailored to meet the individual needs of their students. Copies of the *Teacher's Edition of Indiana's Academic Standards* have been forwarded to all school administrators and teachers.

Q. In what ways are *ISTEP+* results linked to state and federal accountability?

- A.** Indiana is required by state and federal law to administer a statewide assessment program that systematically measures student performance and monitors progress toward pre-established goals by all schools. *ISTEP+* results are a primary component for educational accountability under both Public Law 221 (state) and the No Child Left Behind Act (federal). Testing data are also used to inform local decision making and guide Continuous School Improvement initiatives.

Q. How are test items created for this assessment? How does Indiana ensure that the test items are valid and unbiased for our students?

- A.** Since 1987, in conjunction with a test development company (CTB/McGraw-Hill), Indiana educators have collaborated in all steps of the test design and item development process. Indiana teachers help determine how standards will be tested by providing to the test developer assessment guidelines for the standards. Teachers review and approve all reading passages prior to the construction of test items and

review all test items to ensure that they are developmentally appropriate for the grade level and that they accurately measure the standards they were designed to assess. After additional reviews by the Citizens Review Committee and the Sensitivity Review Committee, items are evaluated on a pilot test form administered to Indiana students. Only items approved through these measures will appear on the actual *ISTEP+* assessments.

Q. How are test items scored?

- A. Multiple-choice (selected-response) items are scored by machine in Salinas, California. Open-ended (constructed-response) items are read and electronically scored in Indianapolis by trained scorers. Scores on these items are based on correct answers as well as on level of understanding and ability to communicate. Rubrics guide scorers in assigning scores on the writing prompts and the open-ended items. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. If a student gives a response that is not listed as an exemplar but is supported by the text, the student receives credit for the response. Anchor papers are selected for each designated score point of an item. These are used as guides for the scorers in scoring the applied skills sections.

Q. How does Indiana ensure that scoring is reliable?

- A. Potential scorers, who must be college graduates and meet other competitive qualification requirements, are screened carefully during two interviews. Once selected, scorers train for several days with actual student responses from item pilots and must pass a test before they begin to score “live” student responses. The scorers must continue to demonstrate proficiency in following established scoring guidelines throughout their terms of employment. To ensure that grading by all scorers consistently matches the guidelines established in the scoring rubric, the trained scorers are monitored closely by testing supervisors. Each scorer is administered a “checkset” (a set of pre-scored student responses) several times a day that compares his or her grades to those assigned by the supervisor. In addition, the team leader, who works with a team of nine scorers, randomly rescores a percentage of each scorer’s completed items. Finally, 5% of the total responses are rescored daily to ensure scorer reliability.

Q. What is the policy regarding rescoring items?

- A. Within a specified window of time, a student’s parent or guardian may request a rescoring of specific items from a student’s test, including the writing prompts. It should be stressed that the scores obtained through the rescoring will be final and that the rescoring may have positive, negative, or no effect on the final score. Scores resulting from rescoring items are unlikely to be more than a few points different from the original score.

Q. What practices are appropriate when *preparing* students for *ISTEP+*?

- A. It is important that students anticipate the tests with interest rather than with anxiety. They should realize that they are taking achievement tests that yield information

about the skills they have mastered as well as the skills they need to learn. Point out that questions intentionally cover a range of difficulty. The Department of Education's (DOE) policy about test preparation is that **any activity in the school or classroom that creates an excessive focus on the specific test content of *ISTEP+* for the purpose of artificially raising test scores, whether overt or inadvertent, is inappropriate.** The *Indiana Code of Ethical Testing Practices and Procedures* was created to assist in answering specific questions about what constitutes "excessive focus." This document has been distributed to schools and corporations and may be downloaded from the DOE Web site. For easy reference, the following is a summary of ethical practices.

It is considered **appropriate** to do the following:

- review with all students the skills and concepts, including those unique to English/ Language Arts and Mathematics, taught in previous years (see classroom activities in *Curriculum Frameworks*)
- review *ISTEP+* objectives as part of a general review of curricula
- discuss general test-taking strategies and have students complete the *ISTEP+* practice tests that are included with regular materials at a time suggested by the *ISTEP+ Examiner's Manual*
- talk with students and parents about academic expectations and the importance of setting specific performance goals that enable students to assume responsibility for their learning
- develop instructional objectives based on the Indiana Academic Standards
- use test results as part of a body of evidence in making informed decisions about individuals, educational programs, or curriculum

It is considered **inappropriate** to do the following:

- teach or "cram" *ISTEP+* content (that has not been previously covered) during the time period immediately preceding the examination
- call students' attention to the fact that a similar question will be on the upcoming *ISTEP+*
- review *ISTEP+* related skills and concepts with **only** those students to be tested
- select for review **only** those *ISTEP+* objectives or items on which students performed poorly on previous examinations or focus instructional objectives on specific test items
- copy test items for instructional use or make minor alterations in test items to construct study guides, worksheets, or classroom assessments specifically designed for test preparation purposes
- use current, past, or parallel *ISTEP+* test items as review materials except those authorized for such use by the DOE (the released applied skills items found in the *Teacher's Scoring Guides* for Grades 3 through 9)

NOTE: Duplication of any part of the test books constitutes a serious breach of security as some test items may appear in future versions of the test. Exposing

students to test questions before testing invalidates test scores and denies students the opportunity to participate in testing.

Q. What practices are considered inappropriate *during* testing?

- A.**
- coaching students in any way (verbally or with gestures or facial expressions)
 - using any mechanical or technical device during a session **not** approved for such use, except by students for whom such use is an authorized IEP accommodation
 - answering questions about test items or vocabulary
 - the reading of *passages* to any students in the English/Language Arts *ISTEP+* tests is **not** allowed. Test *directions* and test *items* on any *ISTEP+* test may be read aloud only to students with an IEP or 504 Plan that allows such an accommodation.
 - allowing noncertified personnel (e.g., aides or parent volunteers) to administer the test. Noncertified personnel, however, may serve as test proctors.

Q. How do I access more information about *ISTEP+* and other test-support resources?

- A.** The Department of Education maintains a Web site at **www.doe.state.in.us** that provides immediate access to *ISTEP+* information as well as to legislative updates and information about the Indiana Academic Standards, accountability, school improvement, and professional development. The *ISTEP+* Web page, accessible from this site, includes a calendar with upcoming test dates, bulletins with current testing information, and a list of *ISTEP+* support documents that may be downloaded. These documents include the *Guide to Test Interpretation*; the item samplers for Grades 3, 6, and 8, and the GQE; and the *ISTEP+ Program Manual*. **Multiple copies of *ISTEP+* support documents should be ordered through the school's Test Coordinator.**

Questions about assessment not answered in this sampler may be directed to Cynthia Roach (at **croach@doe.state.in.us**) or Kerry Hoffman (at **khoffman@doe.state.in.us**), Assessment Consultants. The School Assessment Division's telephone number is 317-232-9050, and the toll-free *ISTEP+* hotline is 888-544-7837 (888-54ISTEP).



English/Language Arts

GRADE 4 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *re-*, *-est*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

☐ **READING: Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

☐ **READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

☐ **WRITING: Writing Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

☐ **WRITING: Writing Applications**

Students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

☐ **LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

The Suckermouth Catfish



Good Fish to Keep

The suckermouth catfish is found in the rivers and streams of South America. It is also in the homes of many people in the United States. Although the suckermouth may look strange, it is a kind of fish that people like to keep in their fish tanks. It is easy to take care of and can survive in either warm or cool water. It also lives for many years.

Friendly Fish

A suckermouth gets along well with the other fish in a tank. Because its mouth is not made for biting, it rarely attacks other fish. Instead, the suckermouth spends a lot of time looking for food or resting. Mostly, it keeps to itself.

Clean-Tank Fish

A suckermouth catfish will eat regular fish food. It also eats a slimy plantlike substance called *algae*. Algae can be a problem in a fish tank. It grows everywhere and makes the glass look dirty. A suckermouth will spend hours every day eating algae. But if it isn't well fed, a suckermouth may also try to eat other plants in its tank.

Other Catfish

In addition to the suckermouth, there are many other kinds of catfish. There are the glass catfish that have see-through bodies. There are the leopard catfish that have beautiful black spots. There are also upside-down catfish that really do swim upside-down. What all catfish have in common are the barbels, or whiskers, around their mouths. This feature is how the catfish got its name.



Inside Outside Dogs

Where I live, on the coast of the Caribbean, the climate is tropical, which means it's either hot or hotter. Our house has coconut trees, mango trees, and two dogs.

Pepper is small and delicate, with short, black hair and dainty, graceful legs. Her tall ears and small face make her look like a fruit bat. She's also very smart and never causes trouble. Pepper is the inside dog.

Toady, my other dog, is the outside dog. Toady is very friendly, but she isn't as smart as Pepper. Although she is still very young, she's already four times as big as Pepper and has thick, brown fur. She looks like a pretty wolf on short, stumpy legs.

I want both Pepper and Toady inside, but I have to admit that Toady doesn't behave well. When you walk by, she turns circles in front of you and makes you trip.

When you sit down, she lies on your feet; and if you're barefoot, she licks your toes. ("Yuk, Toady, that tickles!") And when people aren't watching, she tips over the wastebasket and makes a mess.

On hot days, Toady digs holes in the shady garden and crawls in to cool off. Pepper naps in the air conditioning, curled up on a red sofa pillow. "Oh, my sweet Peppers!" Mom says, and Pepper gets a kiss. At night, Pepper sleeps on a quilt at the foot of my bed, while Toady stays outside to watch the house and bark if anything happens.

Last week, I tried to sneak Toady inside. She came in like a bullet train. She ran so fast that she slipped and bumped the mop bucket. Water sloshed and the mop tipped, knocking a bag of soap powder all over the wet floor.

"Get that dog out!" Mom yelled.

Toady didn't want to go. She crouched down to make herself small, hoping we wouldn't see her. But Mom grabbed her collar and dragged her outside.

"I'm sorry, Toady," I told her. "But you did it again. Why can't you just behave like Pepper does?"

That night it started to rain. Toady sat outside the back door, looking at us with sad, brown eyes. Pepper sat on her red cushion and barked.

"Mom, Pepper wants Toady to come inside, too. Pl-e-e-e-ease!"

Mom looked at Toady, who was getting wetter by the minute.

"Okay, just while it rains."

I grabbed an old towel and ran to the door to get Toady. And a funny

thing happened. Toady walked in quietly, looking almost embarrassed. She sat still while I dried her with the towel. Then she crawled over and lay down next to Pepper with her head on her paws, looking at Mom.

Mom looked at Toady. Then she looked at me.

"Okay, okay," she said, reading the question in my eyes. "We'll work with Toady. We will try to train her to be good, like she is tonight."

"Yippee! Toady, did you hear that?" I threw my arms around Toady. She lay still, watching Mom, but her tail went thump, thump, thump. I think she knew she'd gotten her chance.



Lydia's Lasso

"This is how you tie a lasso," said Mike. He took Lydia's rope and made a large loop in one end. Then he tied the loop to the main part of the rope with a special knot. When Mike slid the knot up or down the rope, the loop of the lasso got smaller or larger.

Lydia's eyes sparkled. "Thank you, Mike!" she said. Mike was Lydia's cousin, and he was nearly sixteen years old. "Now I can help you and Uncle Carlos round up the cattle."

"I don't think so, Lydia," said Mike. "This is hard work, and it can be dangerous. It's best if you go over by the pond and watch from there." Lydia looked over at the pond. It was a good quarter of a mile away from all the action. From there she would hardly be able to see anything. She certainly would not be able to help.

"But Mike!" she pleaded. "You might need me."

"Lydia, go on to the pond." Mike walked off to join Uncle Carlos, and Lydia was left alone, as usual.

Lydia dragged her feet all the way to the pond. She lassoed a bush, and then she lassoed a fencepost. It just wasn't the same. She wanted to lasso cattle from high atop a horse. She could do it, if only they would give her a chance.

The pond was still frozen from the winter temperatures, but Lydia could see that the edges were beginning to melt. She lassoed a log that had been frozen upright in the ice. This was boring.

Suddenly Lydia heard a sharp CRRAACCKK! She whirled around, for the sound could mean only one thing. The ice on the pond was cracking. But why?

Then she heard the soft moo. A calf! Lydia ran around the pond, her lasso trailing behind her on the snow like a friendly snake. As soon as she scrambled down the bank of the pond, she saw the calf. It was one of the first tiny calves of spring. Somehow, in the excitement of the day, it had gotten separated from its mother. It must have walked out onto the thin ice and fallen through.

Now, only its head showed above the icy water and chunks of broken ice.

The calf turned large, frightened eyes to Lydia. "Mooooo!" it said again, and Lydia knew she must save it.

She grasped her lasso tightly. Then she told herself to relax. This was simple. She could lasso anything she put her mind to.

Taking a big breath, she threw the lasso at the calf's head. It fell short. She glanced over her shoulder at the men herding the cattle, but none of them were paying attention to Lydia. As usual.

She gathered her lasso in her hands and threw it again. It

bounced off the tip of the calf's soft pink nose.

Again Lydia threw the lasso. There! The loop draped perfectly around the calf's neck! She tugged on the rope, pulling the calf toward her like a tugboat pulling a ship through icy waters.

Finally, the calf was at the bank. Lydia's heart pounded as she reached down to pull the calf from the water. She had saved its life!

As she turned around to guide the calf up the bank, she broke into a wide smile. At the top stood Mike and Uncle Carlos. They threw their hats up into the air and let out a loud, happy cheer. They had needed her help after all.

Sample Test Items

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of words and word relationships, as well as clues from the surrounding text, to determine the meaning of words. Vocabulary items may test student knowledge of words at an appropriate grade level or test the student's ability to use knowledge of grade-level-appropriate literature to decode more advanced words and expressions. Additionally, vocabulary items assess a student's ability to use a thesaurus (word book). *ISTEP+* assesses the Word Recognition, Fluency, and Vocabulary Development Standard primarily through the use of multiple-choice items.

Number 1 is based on "Inside Outside Dogs," found on pages 13 and 14.

1 Read this sentence from the story.

Water sloshed and the mop tipped, knocking a bag of soap powder all over the wet floor.

Which word means about the SAME as *sloshed*?

- ☐ dripped
- ☐ leaked
- ☒ splashed
- ☐ squirted

Number 2 is based on "Lydia's Lasso," found on pages 15 and 16.

2 Read this sentence from the story.

It was a good quarter of a mile away from all the action.

Which meaning of the word *quarter* is used in this sentence?

- ☐ three-month time period
- ☐ certain section of a town
- ☐ coin worth twenty-five cents
- ☒ one-fourth part of something

Number 3 is based on "The Suckermouth Catfish," found on page 12.

3 Read this sentence from the article.

It is easy to take care of and can survive in either warm or cool water.

Mark wants to know what other words mean the SAME as *survive*. Here are some choices he found in a word book.

survive, v. live, escape, outlast, continue

Which word is the BEST choice to replace *survive* in the sentence?

- ☒ live
- ☐ escape
- ☐ outlast
- ☐ continue

READING: Reading Comprehension

Students are expected to read and understand material that presents information. Students must be able to use the structural features of text to help with understanding, to make predictions, to compare and contrast information, and to distinguish between cause and effect and between fact and opinion. Comprehension skills are assessed by both multiple-choice and open-ended items. *ISTEP+* assesses the Reading Comprehension Standard through multiple-choice, constructed-response, and extended-response items that are based on passages.

Numbers 4 and 5 are based on "The Suckermouth Catfish," found on page 12.

4 Under which heading in the article will you find information about what the suckermouth catfish eats?

- ☐ Good Fish to Keep
- ☐ Friendly Fish
- ☒ Clean-Tank Fish
- ☐ Other Catfish

5 Which sentence from the article includes an OPINION?

- ☐ "A suckermouth catfish will eat regular fish food."
- ☒ "There are the leopard catfish that have beautiful black spots."
- ☐ "There are also upside-down catfish that really do swim upside-down."
- ☐ "What all catfish have in common are the barbels, or whiskers, around their mouths."

Numbers 6 and 7 are based on "Inside Outside Dogs," found on pages 13 and 14.

6 What will the family MOST LIKELY do with Toady?

- ☐ give Toady to a neighbor
- ☐ move Toady into a doghouse
- ☐ have Toady learn new tricks from Pepper
- ☒ give Toady lessons in good behavior

- 7** Fill in the chart below by identifying ONE way that Pepper and Toady are different. Then give ONE example from the story to support your response.

How they are different	Supporting example from the story

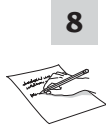
Exemplars:

How they are different	Supporting example from the story
<ul style="list-style-type: none"> • Toady is bigger than Pepper. • Toady makes a mess, but Pepper does not. • Pepper stays inside; Toady stays outside. • other relevant text-based difference 	<ul style="list-style-type: none"> • Toady is four times as big as Pepper. • Pepper never causes trouble, but Toady knocks over the wastebasket. • At night, Pepper sleeps at the foot of the bed. • other relevant text-based example

Rubric:

- 2 points** version of one exemplar for each box
- 1 point** version of exemplar for first box only (i.e., identifying a difference without providing a supporting example)
- 0 points** other

Number 8 is based on "Lydia's Lasso," found on pages 15 and 16.



8

Suppose you had the chance to learn to use a lasso. Do you think using a lasso would be easy or difficult? Why?

Explain why you think learning to use a lasso would be easy or difficult. **In your writing, be sure to include at least TWO details from the story to support whether you think using a lasso would be easy or difficult.**

SCORED FOR READING

Exemplars:

Easy

- Lydia just had to learn to tie knots.
- Lydia just had to relax.
- Lydia just had to put her mind to it.
- other relevant text-based response

Difficult

- Lydia had to learn to tie special knots.
- Lydia had to relax and concentrate.
- Lydia had to try three times to lasso the calf.
- other relevant text-based response

Rubric:

2 points response takes a position and includes versions of two exemplars

1 point response takes a position and includes version of one exemplar

0 points other

SCORED FOR WRITING

Apply 4-point Writing Applications Rubric, Grades 3–5

Apply 4-point Language Conventions Rubric, Grades 3–5

Extended Response Writing Applications Overview

Grades 3–5

Score	Does the writing sample
4	<ul style="list-style-type: none"> • stay fully focused? • include many relevant ideas? • have clear order? • exhibit more than adequate word usage? • exhibit writing that is fluent and easily readable? • display a sense of audience?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • stay mostly focused? • include relevant ideas? • have order? • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? • have some order? • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • have little or no focus? • include few or no relevant ideas? • have little or no order? • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric

Grades 3–5

SCORE POINT 4

A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

IDEAS AND CONTENT

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling or repeating information?

Does the writing sample include many relevant ideas? Does it

- provide ample information?
- provide many supporting details?
- explore many facets of the topic?

ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

STYLE

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric

Grades 3–5

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT

Does the writing stay mostly focused? Does it

- mostly stay on the topic? (Writing may include minor tangents.)
- include some rambling and/or repetition?

Does the writing sample include relevant ideas? Does it

- present related information?
- provide some supporting details?

ORGANIZATION

Does the writing have order? Does it

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

STYLE

Does the writing sample exhibit adequate word usage? Does it

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

Is the writing readable? Does it

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

Does the writing sample display some sense of audience?

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric

Grades 3–5

SCORE POINT 2

A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT

Does the writing stay somewhat focused? Does it

- stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- ramble and/or repeat information?

Does the writing sample include some relevant ideas? Does it

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

ORGANIZATION

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

STYLE

Does the writing sample exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric

Grades 3–5

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT

Does the writing exhibit little or no focus?

- Writer may get distracted, may drift away from topic, or may convey little meaning.
- Topic may not be developed.

Does the writing sample include few or no relevant ideas?

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

ORGANIZATION

Does the writing have little or no order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain a limited or simple vocabulary?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Text may be flat, lifeless (i.e., have no voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric

Grades 3–5

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

READING: Literary Response and Analysis

Students read and respond to a wide variety of grade-level-appropriate literature, including fiction, literary nonfiction, and poetry. Students must be able to identify the major theme of a story and the main events of its plot and to use story elements and information about a character to determine character motivation. Additionally, students begin to define figurative language and to identify its use in literary works. *ISTEP+* assesses the Literary Response and Analysis Standard through multiple-choice, constructed-response, and extended-response items that are based on passages.

Numbers 9 and 10 are based on “Inside Outside Dogs,” found on pages 13 and 14.

9 Which event happens LAST in the story?

- ☐ Mom drags Toady outside.
- ☐ Toady gets soaked from the rain.
- ☒ Mom decides to let Toady stay inside.
- ☐ Toady knocks over a bag of soap powder.

10 Why does Mom finally allow Toady to stay inside? Use ONE example from the story to support your response.

Exemplars:

- She sees that Toady can be trained/is calm or careful. Toady walks in quietly and sits still while being dried with a towel.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---|
| 2 points | complete version of one exemplar (i.e., including explanation and supporting example) |
| 1 point | version of exemplar that is too general (i.e., provides explanation with no supporting example) |
| 0 points | other |

Numbers 11 and 12 are based on “Lydia’s Lasso,” found on pages 15 and 16.

- 11** The chart below shows events in “Lydia’s Lasso.” Complete the chart with the missing information.

Event	Result of event
The ice breaks.	
Lydia throws her lasso at the calf.	

Exemplars:

Event	Result of event
The ice breaks.	<ul style="list-style-type: none">• The calf falls into the water.• other relevant text-based response
Lydia throws her lasso at the calf.	<ul style="list-style-type: none">• Lydia saves the calf.• other relevant text-based response

Rubric:

2 points version of one exemplar for each box

1 point version of one exemplar for either box

0 points other

- 12** Read this sentence from the story.

She tugged on the rope, pulling the calf toward her like a tugboat pulling a ship through icy waters.

The author is comparing Lydia’s actions to the actions of a tugboat in order to show how

- ☐ scared the calf is
- ☐ cold the calf is
- ☐ cold the weather is
- ☒ difficult the rescue is

WRITING: Writing Process

As part of their schoolwork, students progress through the stages of the writing process. Students are expected to identify and develop clear sentences and paragraphs. Students can also use organizational features of text to locate information, and can understand the organization of print materials and how to use them. After writing, students are expected to proofread and edit their writing. Writing process skills are assessed through the use of multiple-choice items as well as by application of the Language Conventions Rubric (see page 27) to extended student writing.

13 You have found a book about bikes for a report you are doing on bicycle safety. You want to read about helmets. In which section of the book would you look to find the chapter on helmets?

- ☐ the preface
- ☐ the title page
- ☐ the glossary
- ☒ the table of contents

14 Choose the sentence that is MOST clearly written.

- ☐ My books I left on top of my desk.
- ☒ I left my books on top of my desk.
- ☐ I left on top of my desk my books.
- ☐ On top of my desk I left my books.

Read this paragraph. Then do Number 15.

¹Afternoons are my favorite time of day. ²When school is over, I can play with my friends or go home and get a snack. ³I usually stay up late. ⁴Sometimes I go to the park and play basketball.

15 Which sentence does NOT belong in the paragraph?

- ☐ Sentence 1
- ☐ Sentence 2
- ☒ Sentence 3
- ☐ Sentence 4

WRITING: Writing Applications

In response to a writing prompt, students must organize their ideas and fulfill the writing assignment. The type of writing required for *ISTEP+* rotates between two forms: narrative and informational.

Student writing is assessed using the six-point rubric on pages 34 through 41. For the extended response associated with a reading passage, student writing is assessed using the four-point rubric on pages 23 through 26. For both types of writing, students' ability to use Standard English in their writing is assessed using the four-point Language Conventions Rubric on pages 27 and 42.

The sample writing prompt below requires an original story.

16

A New Face in Town

Read the writing prompt below and complete the writing activity.

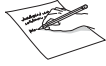
The local newspaper is having a story contest. The story must be about a fictional character who visits your town for one day. Think about this character. Who is this character? What does the character do while in town? What people does the character meet?

Write an original story about a fictional character who spends a day in your town. The character may be from a book, a movie, a television show, a comic book, or it may be a character you invent yourself. Write about what the character does, the people the character meets, and what happens while the character is in your town. Be sure to include specific details to make your original story interesting.

Be sure to include

- the name of the character
- what the character does
- the people the character meets
- what happens in the original story
- details to make the original story interesting
- a beginning, a middle, and an end to your original story

The writing icon and Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you ended each sentence with the correct punctuation mark?
- 4** Have you spelled all words correctly?
- 5** Does the subject of your sentence agree with the action word (verb)?
- 6** Have you written complete sentences?

Writing Applications Overview

Grades 3–5

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

NOTE: Chart continues on page 35.

This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Overview (cont.)

Grades 3–5

Organization	Style
Does the writing sample	Does the writing sample
• have clear order?	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
• have clear order?	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
• have order?	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
• have some order?	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
• have little order?	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
• have little or no order?	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

Writing Applications Rubric

Grades 3–5

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling and/or repeating information?

Does the writing sample include thorough and complete ideas? Does it

- include in-depth information and supporting details?
- fully explore many facets of the topic?

ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

STYLE

Does the writing sample exhibit exceptional word usage? Does it

- include dynamic words and provide rich details, strong verbs, and/or vivid descriptions?
- demonstrate control of a challenging vocabulary?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentence patterns.)

Does the writing sample display a strong sense of audience? Does it

- have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

IDEAS AND CONTENT

Does the writing stay focused? Does it

- stay on the topic?
- very seldom ramble and/or repeat information?

Does the writing sample include many relevant ideas? Does it

- provide some in-depth information?
- provide supporting details?
- explore many facets of the topic?

ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

STYLE

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT

Does the writing stay mostly focused?

- Does it mostly stay on the topic? (Writing may include minor tangents.)
- Writing may include some rambling and/or repetition.

Does the writing sample include some relevant ideas and information?

- Does it present related information?
- Writing may not fully develop details; it may list ideas with some detail.

ORGANIZATION

Does the writing have order? Does it

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

STYLE

Does the writing sample exhibit adequate word usage? Does it

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

Is the writing readable? Does it

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

Does the writing sample display some sense of audience?

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing sample include some relevant ideas? Does it

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

ORGANIZATION

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

STYLE

Does the writing sample exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT

Does the writing exhibit less than minimal focus?

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

Does the writing sample include few relevant ideas?

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

ORGANIZATION

Does writing have little order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain ordinary/common words?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

Does the writing sample display little sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric

Grades 3–5

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

IDEAS AND CONTENT

Does the writing have little or no focus on topic?

- Content may convey little meaning.

Does the writing sample include almost no relevant ideas and information?

- Writing may contain unfinished ideas.
- Writing is likely to be brief.

ORGANIZATION

Does writing have little or no order?

- Does it lack the sequence of a beginning, a middle, and an end?
- Writing may have ideas that are not related to each other.

STYLE

Does the writing sample exhibit less than minimal word usage? Does it

- contain a very limited and simple vocabulary?

Is the writing hard to read?

- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Writing may be flat and lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric

Grades 3–5

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to their grade level. The student's ability to write clear and correct English is assessed by multiple-choice items as well as by application of the four-point Language Conventions Rubric to extended student writing. Specific skills assessed by multiple-choice items include identifying the correct use of simple and compound sentences, verbs, adverbs, prepositions, punctuation, and capitalization. Students' ability to properly spell homonyms, root words, and inflections is also assessed.

17 Choose the word that BEST completes the sentence.

The ducks _____ across the lake.

- ☐ swum
- ☒ swam
- ☐ swimmmed
- ☐ swammed

18 Choose the word that BEST completes the sentence.

I rode my own bike, but Susannah rode _____ bike.

- ☐ Rachels
- ☐ Rachels's
- ☐ Rachels'
- ☒ Rachel's

19 Choose the sentence with the correctly written title.

- ☒ I bought the book On the Moon at the school's book fair.
- ☐ My brother wrote a short story called Jason's Travels.
- ☐ The teacher said to read the article Writing Tips by tomorrow.
- ☐ The short poem called Spot's Spots is about a dog.

20 Choose the sentence that uses correct capitalization.

- ☐ We took a field trip to see the musical beauty and the Beast.
- ☐ The people in the show are from a group called "Theater bugs."
- ☒ My favorite song in the show was called "Be Our Guest."
- ☐ The Times herald had an article about the show.

21 Choose the correct spelling of the missing word.

If you do not understand a new word, you can look up its meaning in the _____ .

- ☒ dictionary
- ☐ dikshunary
- ☐ dikshunery
- ☐ dictionery



Mathematics

GRADE 4 INDIANA ACADEMIC STANDARDS

- ☐ **Number Sense**
Students understand the place value of whole numbers and decimals to two decimal places, and how whole numbers and decimals relate to simple fractions.
- ☐ **Computation**
Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among these operations. They extend their use and understanding of whole numbers to the addition and subtraction of simple fractions and decimals.
- ☐ **Algebra and Functions**
Students use and interpret variables, mathematical symbols, and properties to write and simplify numerical expressions and sentences. They understand relationships among the operations of addition, subtraction, multiplication, and division.
- ☐ **Geometry**
Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
- ☐ **Measurement**
Students understand perimeter and area, as well as how to measure volume, capacity, time, and money.
- ☐ **Data Analysis and Probability**
Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.
- ☐ **Problem Solving**
Students make decisions about how to approach problems and communicate their ideas. Students use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

Sample Test Items

Number Sense

This standard assesses a student's ability to read, write, identify, round, and order whole numbers, decimals, and fractions.

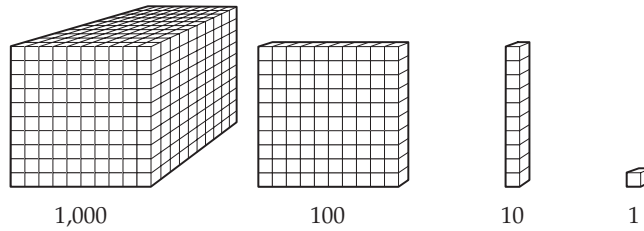
1 What is 8,645 rounded to the nearest hundred?

- ☒ 8,600
- ☐ 8,700
- ☐ 9,000
- ☐ 9,600

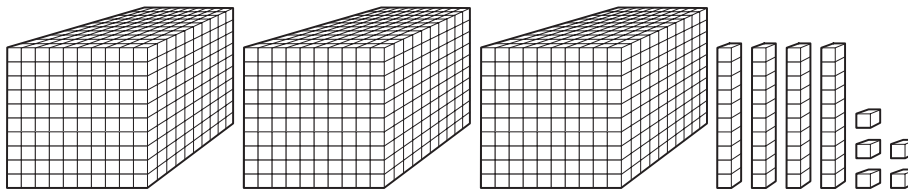
2 Which of these is seven hundred forty-six thousand, eight hundred two?

- ☐ 704,682
- ☐ 740,082
- ☒ 746,802
- ☐ 746,822

- 3** Look at the place-value blocks below.



What number does the following place-value model represent?



Show All Work

Answer _____

Exemplary Response:

- 3,045

Sample Process:

- $$\begin{array}{r} 1,000 + 1,000 + 1,000 = 3,000 \\ 10 + 10 + 10 + 10 = 40 \\ 1 + 1 + 1 + 1 + 1 = 5 \\ 3,000 + 40 + 5 = 3,045 \end{array}$$

OR

- Other valid process

Rubric:

- 2 points** Exemplary response
- 1 point** Correct complete process; error in computation
- 0 points** Other

Computation

This standard assesses a student's ability to add, subtract, multiply, and divide whole numbers; add and subtract decimals; and use estimation to verify reasonableness of results.

4 $5,031 - 453 = \square$

- ☐ 1,501
- ☒ 4,578
- ☐ 4,678
- ☐ 5,422

5 $6 \times 7 = \square$

- ☐ 13
- ☐ 36
- ☒ 42
- ☐ 44

- 6** Ben has collected 568 stamps. His father has a collection of 1,410 stamps.

How many more stamps does Ben's father have than Ben?

Show All Work

Answer _____ stamps

Exemplary Response:

- 842 stamps

Sample Process:

- $$\begin{array}{r} 1,410 \\ -568 \\ \hline 842 \end{array}$$

OR

- Other valid process

Rubric:

- 2 points** Exemplary response
- 1 point** Correct complete process; error in computation
- 0 points** Other

Algebra and Functions

This standard assesses a student's ability to use variables; interpret formulas; write number sentences; complete number patterns; apply relationships among the four basic operations; and plot numbers on a number line.

- 7** Look at the inequality below.

$$x < 25$$

Which of the following values for x will make the inequality TRUE?

- ☒ 24
- ☐ 25
- ☐ 26
- ☐ 27

- 8** Look at the number pattern below.

88, 44, 22,

Which is the next number in the pattern?

- ☐ 1
- ☐ 2
- ☒ 11
- ☐ 12

- 9** Look at the equation below.

$$2x + 7 = y$$

Complete the table below using the given values of x in the equation.

x	y
5	
10	
15	
20	

Exemplary Response:

- | x | y |
|-----|-----|
| 5 | 17 |
| 10 | 27 |
| 15 | 37 |
| 20 | 47 |

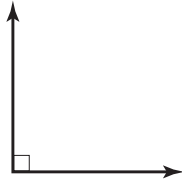
Rubric:

2 points Exemplary response
1 point 3 correct entries
0 points Other

Geometry

This standard assesses a student's ability to identify and describe types of angles, lines, and quadrilaterals; identify and explain congruent quadrilaterals; and identify and draw lines of symmetry.

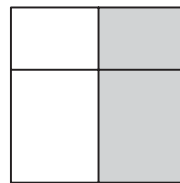
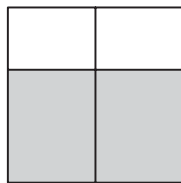
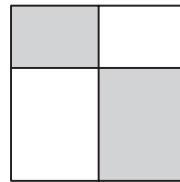
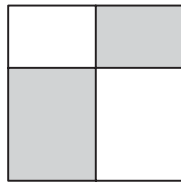
10 Look at the drawing below.



Which of the following describes the angle shown above?

- ☐ obtuse angle
- ☐ straight angle
- ☐ acute angle
- ☒ right angle

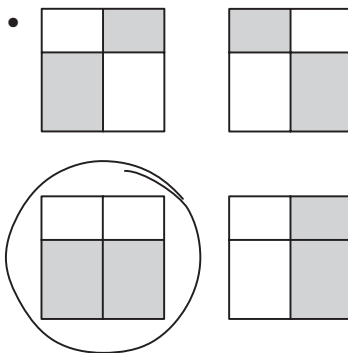
11 Look at the shapes below.



Circle the shape that appears to have two congruent sections shaded.

On the lines below, explain why the shaded sections in the shape you chose are congruent.

Exemplary Response:



AND

Explanation equivalent to the following:

- They are congruent because they are the same shape and size.

OR

- Other valid explanation

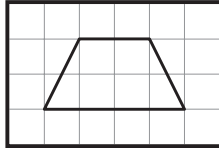
Rubric:

2 points Exemplary response

1 point One correct component

0 points Other

- 12** Look at the shape on the grid below.



Circle the word below that BEST describes the shape.

rectangle parallelogram rhombus trapezoid

On the lines below, explain why the word you circled best describes the shape on the grid.

Exemplary Response:

- "trapezoid" circled

AND

- Trapezoid is best because the shape has only 1 pair of parallel sides.

OR

- Other valid explanation

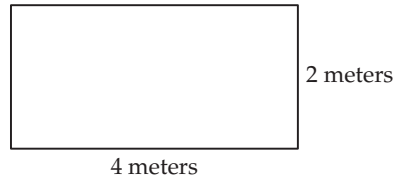
Rubric:

- | | |
|-----------------|-----------------------|
| 2 points | Exemplary response |
| 1 point | One correct component |
| 0 points | Other |

Measurement

This standard assesses a student's ability to measure and subtract units of length by renaming the units; solve problems involving the area and perimeter of simple and complex polygons; add time intervals; and add and subtract money in decimal form.

- 13** Look at the diagram of the rectangular carpet below.

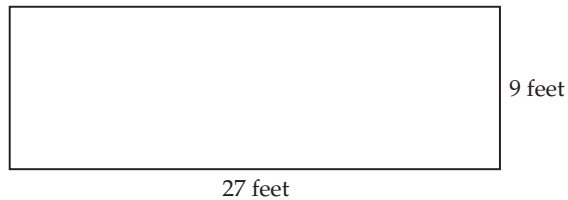


What is the area, in square meters, of the carpet?

$$\text{Area of rectangle} = \text{length} \times \text{width}$$

- ☐ 6 square meters
- ☒ 8 square meters
- ☐ 10 square meters
- ☐ 12 square meters

- 14** Look at the rectangle below.



What is the perimeter, in feet, of the rectangle?

- ☐ 36 feet
- ☒ 72 feet
- ☐ 144 feet
- ☐ 243 feet

- 15** Alex needs a 3-foot-2-inch piece of wire to wrap around his science project. He cut the piece from a 6-foot piece of wire.

How much wire does Alex have left over?

Show All Work

Answer _____

Exemplary Response:

- 34 inches or 2 feet 10 inches

Sample Process:

- $6 \times 12 = 72$
 $3 \times 12 = 36$
 $36 + 2 = 38$
 $72 - 38 = 34$ inches

OR

- $$\begin{array}{r} 5 \text{ ft. } 12 \text{ in.} \\ - 3 \text{ ft. } 2 \text{ in.} \\ \hline 2 \text{ ft. } 10 \text{ in.} \end{array}$$

OR

- Other valid process

Rubric:

- 2 points** Exemplary response
- 1 point** Correct complete process; error in computation
- 0 points** Other

Data Analysis and Probability

This standard assesses a student's ability to represent data on a number line and in tables; interpret graphs; and display probability results clearly.

- 16** The table below shows the highest and lowest temperatures that occurred during each of four months.

Highest Temperatures and Lowest Temperatures

Month	Highest Temperature (°F)	Lowest Temperature (°F)
March	42	12
April	57	16
May	70	35
June	86	54

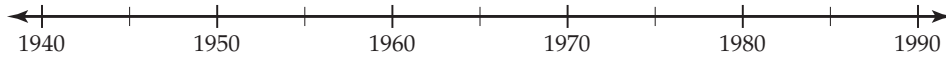
Which month had the greatest difference between its highest and lowest temperatures?

- ☐ March
- ☒ April
- ☐ May
- ☐ June

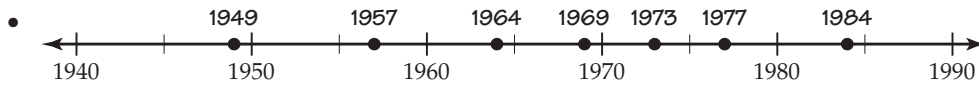
17 Look at the dates below.

1964 1969 1984 1949 1957 1973 1977

Plot the point for each of these dates on the number line below. Write the date above each point.



Exemplary Response:



Rubric:

2 points Exemplary response

1 point All points plotted correctly, but not labeled

OR

4 to 6 points plotted and labeled correctly

0 points Other

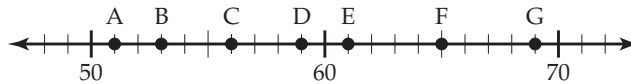
Problem Solving

This standard assesses a student's ability to analyze and simplify problems and to use a variety of methods to solve problems; express solutions clearly; know when and how to use estimation; and make precise calculations.

18 Donna was given the clues below to find the value of x .

- $x > 53$
- $x < 65$
- x is an odd number

Study the number line below.



Which two points labeled on the number line could be the value of x ?

Answer _____ and _____

Choose a point labeled on the number line that could NOT be the value of x according to the clues. On the lines below, explain why you chose that point.

Exemplary Response:

- Point D and Point E

OR

- 59 and 61

AND

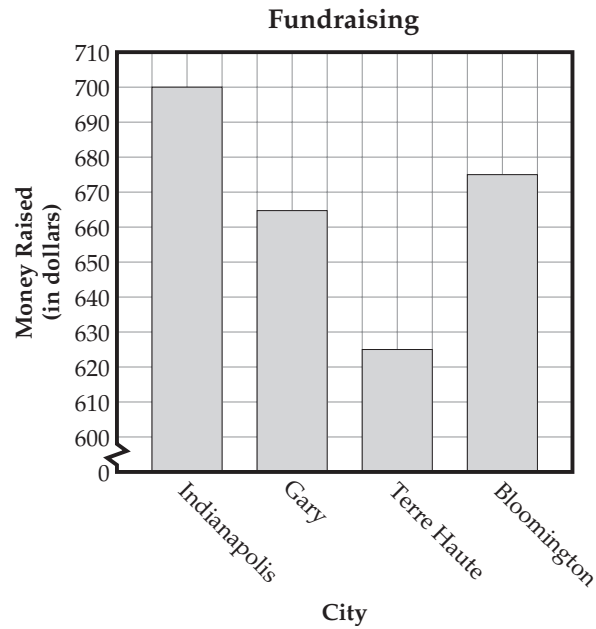
- Any ONE of the following:

Point A cannot be x because 51 is less than 53
 Point B cannot be x because 53 is not less than 53
 Point C cannot be x because 56 is even
 Point F cannot be x because 65 is not less than 65
 Point G cannot be x because 69 is greater than 65

Rubric:

- | | |
|-----------------|-----------------------|
| 2 points | Exemplary response |
| 1 point | One correct component |
| 0 points | Other |

- 19** Mr. Hopkins is directing a fundraising effort to save endangered species in Indiana. He sent one volunteer to each of four cities. The money raised by the volunteers is shown in the graph below.



Would it be accurate for someone to interpret the graph and state that the volunteer in Gary raised twice as much money as the volunteer in Terre Haute? Explain why or why not on the lines below.

How much more money did the volunteer in Gary raise than the volunteer in Terra Haute?

Show All Work

Answer \$ _____

Exemplary Response:

Explanation equivalent to the following:

- It would not be accurate. The graph only shows \$600 up to \$710. The real difference between Gary (\$665) and Terre Haute (\$625) is only \$40. The difference is much less than twice the amount of \$625 or \$1,250.

OR

- Other valid explanation

AND

- \$40

AND

- Correct complete process

Sample Process:

$$\begin{array}{r} 665 \\ - 625 \\ \hline 40 \end{array}$$

OR

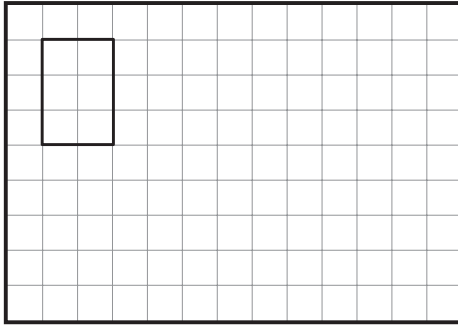
- Other valid process

NOTE: Award credit for a correct complete process with an error in computation.

Rubric:

- 3 points** Exemplary response
- 2 points** Two correct components
- 1 point** One correct component
- 0 points** Other

- 20** Amy drew the rectangle on the grid below.



Amy drew another rectangle with a perimeter 3 times larger than the perimeter of the first rectangle. What could be the length and width, in units, of the second rectangle?

$$\begin{aligned}\text{Perimeter of rectangle} &= 2l + 2w \\ &= 2 \times \text{length} + 2 \times \text{width}\end{aligned}$$

Show All Work

Length _____ units

Width _____ units

Exemplary Response:

- length = 9 units

AND

- width = 6 units

OR

- Other valid response

AND

- Correct complete process

Sample Process:

- $2 \times 3 = 6$
 $3 \times 3 = 9$
 $6 + 6 + 9 + 9 = 30$

OR

- Other valid process

Rubric:

2 points Exemplary response

1 point Correct answer only

OR

Correct complete process; error in computation

0 points Other

ISTEP+ Grade 5 Item Sampler

Indiana Statewide Testing for Educational Progress

